

CHILD-WELFARE MAGAZINE

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dresses.

Programs for September

The manner in which programs are presented has almost, if not quite, as much to do with their success as does the material they contain. Good material may be so hopelessly muddled as to produce a very poor result, while mediocre subject matter may be so well set forth, so brightened with interesting devices and additions as to make a valuable whole. A few appropriate quotations to be read by timid members, two or three well thought out questions tending to guide discussion along lines of real value, plus some slight features of an entertaining nature, may serve to transform a too-serious meeting into one which pleases, and therefore benefits, everyone.

For the Parent-Teacher Association

1. *Safety for School Children.*
2. *Recreation That Re-creates.*
3. *A New World for the Children.*
4. *Education in Manners.*

Fence or Ambulance?

For the Mothers' Club

1. *Educating the Child at Home.*
2. *Safety for School Children.*
3. *Preparing Our Children for Citizenship.*
4. *Fence or Ambulance?*

Appoint four members to report at the next meeting, for five minutes each, on the four points brought up in the papers read, and to suggest to the Club or Association what it may do to meet local needs. If all four points require attention, the vote may be taken as to which shall be considered first.

For additional information, suggestions or references, write to Child Welfare. Books, magazine articles, pageants and plays may be secured through the magazine.

THE PRESIDENT'S MESSAGE

ON the way home from the National Convention held in Tacoma in May, every one was discussing the new ideas received, the new methods suggested, the most important national legislative bills for child welfare, the High School problem, the advance in pre-school education, etc., but especially was every one impressed with the harmonious spirit which pervaded the sessions. It can scarcely be defined, but in the atmosphere these elements were conspicuous: a sense of the magnitude and importance of the work undertaken; a recognition of the difficulties to be overcome, and the intricate problems to be solved and a consciousness of the vast influence these earnest delegates may have upon the peace, prosperity and happiness of the human race during the next ten years. Also in this convention there was a decided note of courage, an eager desire for renewed strength, an unbounded enthusiasm and a feeling of the grave responsibility which the National Congress of Mothers and Parent-Teacher Associations assumes for the welfare of this country. The close personal friendships which have been formed added to the enjoyment of the trip, and interested groups seemed loath to separate.

Your President and several Board Members accepted the cordial invitation of Mrs. J. F. Hill, the President of Oregon, and her seventy-two delegates, and went to Portland as guests of the Portland Associations. Mrs. Hawkins opened her house for a reception and a large number of educators and delegates spent a delightful evening together in this home on the crest of the heights overlooking the city. The next day the entertainment included a trip over the Columbia River Highway and a luncheon at Eagle Creek. The wonderful views, the high waterfalls, the beautiful river scenery with radiant Mount Hood in the background, were greatly appreciated, and again we found opportunity for informal interviews with many friends. At the Lincoln High School in the evening the aims and policies of the Parent-Teacher Association were emphasized and the necessity for a close understanding between the community and the educators was clearly set forth.

PENDLETON, OREGON

From Portland to Pendleton was a pleasant trip along the shore of the Columbia River. The group included the State President, Mrs. Hill, Mrs. Eugene Crutcher, National Vice-President, and State President of Tennessee, Mrs. Derbyshire, the delegate from Indiana, and Miss Bottomly, delegate from Massachusetts. The party was met in Pendleton by Mrs. W. R. Wyrick, State Vice-President, Mrs. Hampton, one of the State Directors, and Miss Clara Porter Smith, the District Vice-President. At the Library auditorium a reception was held and the guests were given an opportunity to meet both the City and the County Superintendents, as well as a large number from the associations. This was followed by a program of music and speaking. The next day after a delightful tour through the vast wheat raising region, a session was held in the afternoon at which a County organization was formed. On leaving Pendleton the visiting delegates again divided, some going back to Portland and your President, accompanied by Mrs. Crutcher and Miss Bottomly, speeding toward Idaho where a State Convention was to be held.

A Sunday at Weiser, Idaho, and attendance at the Sunday Commencement exercises of the Idaho Intermountain Institute gave an opportunity to hear the helpful baccalaureate sermon by the Rev. E. A. Paddock, the founder of this unique and valuable school for the boys and girls of the state.

BOISE, IDAHO

With the State President, Mrs. S. J. Ewen, in the chair, the convention opened with a large enthusiastic attendance from all over the State and there were many

interesting reports of work accomplished. Questions especially relating to local problems were considered, prominent among which were "The Church and School in Coöperation," the necessity for which was ably set forth by Rev. Paul Roberts. "The State Wide Tax" was the subject of the address by the State Superintendent of Schools, Miss Redfield. She contends that the tax should be collected where the property is, and distributed where the children are. The question of "Military Training for High School Boys" aroused quite a lively discussion, as one of the best boys' training camps is here, and mothers testified as to the deleterious moral effect upon their sons, who felt that they were making preparation for future war. It resulted finally in the passing of the following resolution:

"Whereas military training in our public schools is contrary to the ethics of world wide peace; whereas military training emphasizes enmity among men rather than the brotherhood ideal; be it resolved that military training be abolished in our public schools."

Other most interesting discussions were those pertaining to the "Reclamation of the Home" which was the subject of the address by Gov. D. W. Davis. The recommendation was adopted that the office of juvenile judge and that of probate judge be made two separate and distinct offices, so that more time could be given to the juvenile court.

CHEYENNE, WYOMING

The State of Wyoming is not yet organized, but we were cordially welcomed at Cheyenne by Mrs. D. A. Haggard who has been anxious to have a state Branch. An evening meeting was planned to listen to conditions for the admission of Wyoming into the Congress, and an entertainment was given with a program including pretty folk dances by the children, arranged by Parent-Teacher Associations of Cheyenne, under the leadership of Mrs. Clifford Hummer.

The State Superintendent, who is greatly interested in the idea of becoming a part of the National group, had been called away by her duties, but an interview with her assistant revealed their desire for organization and a talk with Mr. Jessup, the Cheyenne Superintendent of Schools, showed that he would do all he could to aid in the movement.

DENVER, COLORADO

It was a surprise and delight on arriving in Denver to be greeted by Mrs. G. W. Eggers, for many years a valued and loyal member of the Illinois State Board of Managers. Mr. Eggers, former Director of the Art Institute of Chicago, is in charge of the new Art Museum about to be built in Denver. A delightful ride around the city convinced us that Denver is aiming to become not only a large commercial center but a model of artistic beauty as well.

The next day we met Mrs. Fred. Dick who told of the wonderful State Child Welfare work and the coöperation existing between the State, and the National Congress of Mothers and Parent-Teacher Associations. As National Vice-President for our organization and as director of Child Welfare work for the State of Colorado, she has been a pioneer in proving that the work of the two organizations supplement each other and at the same time avoid duplication of effort.

Mrs. Zimmerhackel, the President of Colorado, recently returned from her western trip, was enthusiastic over the inspiration received at the convention. At a most delightful banquet we met many of their representative workers. Mrs. Hersey, former State President, presided as toastmistress, and interesting talks were given by the State Superintendent, the City Superintendent, the County Superintendent, and by the Dean of the High School, who gave constructive ideas especially on the im-

portant subject of the High School problem in the forming of the character of the coming citizens.

A mass meeting at the High School followed the luncheon, with Mrs. Zimmerhackel presiding. Music by the High School orchestra was enjoyed and talks by both the National and State Presidents were given. The next day was Memorial Day, and after viewing the morning parade, several hours were most delightfully spent in sight-seeing and meeting many Denver friends.

NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS ORGANIZED IN NEBRASKA

At Lincoln, Nebraska, there was great enthusiasm. Our Field Secretary, Mrs. Carberry, had made all the arrangements for the exercises. She had previously organized over thirty-five associations in many parts of the state, which were sending delegates to this, the first convention, and she had also created the Lincoln Council which sponsors this State Branch.

The preliminary meeting was held in the evening and a large audience was in attendance. Mrs. G. H. Wentz, president of the Lincoln Council of Mothers Clubs and Parent-Teacher Associations, presided. There were addresses by Dr. B. F. Bailey, president of the Chamber of Commerce, and by Mr. Lefler, the City Superintendent, who made a plea for constructive criticism and calm deliberation, and asked the people to carefully weigh values in educational matters. While your President gave the aims and purposes of the organization and the advantage it would be in the education and training of the next generation she also spoke of the great necessity of special training if the peace and prosperity of the coming generation is to be assured.

The organization meeting took place the following day, those delegates from the Associations which had paid their dues, voting. A State constitution submitted by the field secretary was read, discussed and adopted. The election of officers resulted in the choice of Mrs. G. H. Wentz of Lincoln as State President. Six vice-presidents representing different sections of the state were chosen, also recording and corresponding secretaries, treasurer and auditor. They were all called to the platform and each one was introduced by the National President, who then gave the responsibility of presiding to Mrs. Wentz, the other State officers also assuming their duties. One of the most important addresses was by Judge Morning who told of the work of the juvenile court and who said he was trying "to get parents to coöperate and to understand that the work of the juvenile court is necessary because, they, the parents, have not done their work. *The big job is to jolt parents.* The juvenile court is the most important court in the world for in dealing with young people you feel you are getting results."

The closing speaker was Mrs. Winifred Carberry who told of the gratifying response she had received from Superintendents, Teachers and Parents in different parts of the State while she was organizing the local associations.

The next day your President and Mrs. Carberry had a long interview with the President, Mrs. Wentz, at her home, also a very encouraging talk with Dr. Avery, Chancellor of the University, which stands at the head of Nebraska Educational movements. Nebraska is a progressive state and we trust this organization will give an impetus and be a help to the parents and teachers and the community.

Forty states are now organized for Child Welfare. Within the past two years Florida and Virginia have joined the National Congress, and Minnesota, Oklahoma and West Virginia are ready to organize in the early Fall. This leaves only South Carolina, Arkansas, Louisiana, Wyoming and Nevada, all of which states are interested in Parent-Teacher Association work, and we trust they will soon marshal their forces, secure twenty associations and at least five hundred members, and join hands all along the line for the welfare of the children of our nation.

KATHARINE CHAPIN HIGGINS.

SAFETY FOR SCHOOL CHILDREN

BY HAROLD M. HINE

EDITOR'S NOTE.—Mr. Hine, the author of this valuable contribution, is a member of the American Society of Safety Engineers. He was formerly a member of the faculty of the High School of Hartford, Connecticut, and is now a Safety Expert in the Travelers Insurance Company, the largest Life and Casualty Insurance company in America.

DO you realize that if all the American children who are *accidentally killed each year* were to be buried in a single cemetery, it would require a plot nearly as large as our National Cemetery at Arlington, Virginia? Do you know that a cemetery the size of the one at Gettysburg, where Lincoln made his famous address in 1863, would be filled to capacity in less than three months?

The exact number of persons accidentally killed yearly in the United States is not known, but a fairly accurate estimate can be obtained by collecting data in communities where the figures are available, and then comparing the population of these areas with the total population of the country. Of the total of accidental deaths obtained in this way it is estimated that 20,000 are children under fourteen years of age!

Are the American people going to do nothing about this appalling state of affairs, or are we going to make a combined effort to eliminate it?

Steps have been taken in many localities to study the subject of safety with reference to local conditions. Many cities have held a Safety Week each year, and during the six or seven days of the campaign they have done all they could to avoid and avert accidents. In addition to making safety campaigns, most cities have established traffic ordinances and safety zones and have erected warning signs, with the object of eliminating street accidents. The results of these efforts have been gratifying, but the real work has only just begun.

The most important thing is to educate the public—men, women and children. The American people are the greatest chance-takers in the world. We rush unhesitatingly across a street filled with moving vehicles with no thought of the risk we

are assuming. We thoughtlessly plunge into the midst of danger instead of waiting perhaps half a minute until conditions are comparatively safe. *We do not think!*

Some years ago the managers of some of our larger industries realized that the safety problems in their plants could be solved in a large measure by educating the workmen in safety principles, and now safety education is a part of the work done in almost every large industrial establishment. But this educational work is narrow in that it is confined almost entirely to the hazards found within the plants in question, and does not extend far enough to include safety in the community life. The fact that nearly two-thirds of all the accidental deaths occurring in the United States are caused outside of industry emphasizes the need of general safety education in order to reduce the number of accidents occurring on our streets and in our homes.

To be most effective, such education must begin with the children in our schools. Statistical reports show that the critical age in the life of a child is in the neighborhood of five years. At that age the child has mastered its faculties for walking and running, but it has not yet developed a sense of fear or danger, and it does not know that there are certain things that must be done for its own preservation. Children of kindergarten age are none too young to be taught how to avoid injury. Safety education should begin in the kindergarten classes, and it should be continued along through the upper grades. When the children are taught to believe in safety, and learn how to protect themselves, the safety spirit will spread to the homes and to the parents in a way that is more effective than can ever be hoped for by our present "once-a-year-campaign" method.

There is some question as to just what form this education of our school children should take, in order to make it effective. The problem with children is quite different from the one we have to deal with in connection with the general public. With the grown-ups we have to consider the amount of time they have available outside of their daily duties, and for them the safety-campaign method seems best. These campaigns are intensive while they last, and the safety idea is retained to some extent by the more mature mind, but more definite and effective action must be taken if we are to conserve our child life. When dealing with children, we cannot employ

subject that is taught should devote an appropriate amount of time to dealing with safety in its various phases. Where safety work has been included within the regular school program the pupils have shown great interest in it, and as a result, it has had a stimulating effect upon the teachers. It is not a difficult matter to work out a plan of safety education for our schools, when the problem is once understood. The plans will vary in different cities, as conditions themselves vary, and what is suitable for one city may not be satisfactory to another. St. Louis, Detroit, Cleveland, Syracuse, Rochester, and other large centers have already introduced



"I Can Beat It. Come On!"

the short intensive campaign method for teaching safety fundamentals, nor can we expect the parents to teach their children safety any more than we can expect them to teach writing, geography, arithmetic, and other subjects now considered a necessary part of a child's education.

This does not mean, however, that accident prevention should be treated as a separate subject in our elementary schools. The work is even broader than that—each

safety teaching in their schools, and these cities are well pleased with the results. In many cases the work has been so successful that the children in the upper grades now oftentimes assist the civic authorities in carrying on the duties of the public safety departments.

Where the work in the schools has been most successful, topics emphasizing the constructive side of safety have been incorporated in the regular work of the class-

room. In the kindergartens and lower grades, for example, games are played which teach the children the correct way of crossing streets, and the dangers of running into the road without looking to see if vehicles are approaching. In language work, safety lends itself readily to oral and written composition, reading, and letter-writing. Safety playlets are especially appealing to the children, and they have proved one of the most effective means of getting the safety idea firmly fixed in the young minds. For older pupils, safety clubs, organized and governed by the pupils, often render valuable services to the schools and to the city. Talks by uniformed members of the city fire and police departments, giving practical demonstrations of fire prevention and traffic handling

methods, are highly instructive and enthusiastically received by the pupils.

Education is no longer looked upon as a "filling up" process by means of which information is "poured" into an individual in somewhat the same way one would pour water into a tank in order to be able to draw it out later. We now see education as a means of developing in the child the right kinds of social recreations, viewpoints, ideals, and feelings. This is a "bringing out" process rather than one of "pouring in." The subjects taught in our modern schools are such that they will bring about a modification of the child's behavior, especially in its social aspects. Could any subject be more appropriate for consideration than one which will tend to conserve the life of the child, as well as benefit mankind in general?



Taking a Chance!

FENCE OR AMBULANCE?

'Twas a dangerous cliff, as they freely confessed,
 Though to walk near its crest was so pleasant;
 But over its terrible edge there had slipped
 A duke, and full many a peasant;
 So the people said something would have to be done,
 But their projects did not at all tally.
 Some said: "Put a fence 'round the edge of the cliff,"
 Some, "An ambulance down in the valley."

But the cry for the ambulance carried the day,
For it spread through the neighboring city;
A fence may be useful enough, it is true,
But each heart became brimful of pity
For those who slipped over that dangerous cliff,
And the dwellers in highway and alley
Gave pounds or gave pence, not to put up a fence
But an ambulance down in the valley.

"For the cliffs is all right, if you're careful," they said,
"And if folks even slip and are dropping,
It isn't the slipping that hurts them so much
As the shock down below when they're stopping;"
So day after day as those mishaps occurred,
Quick forth would these rescuers sally,
To pick up the victims who fell off the cliff,
With the ambulance down in the valley.

Then an old sage remarked, "It's a marvel to me
That people give far more attention
To repairing results than to stopping the cause,
When they'd much better aim at prevention,
Let us stop at its source all this mischief," cried he,
"Come, neighbors and friends, let us rally!
If the cliff we would fence we might almost dispense
With the ambulance down in the valley."

"Oh, he's a fanatic," the others rejoined,
"Dispense with our ambulance? Never!
He'd dispense with all charities, too, if he could.
No, no! We'll support them forever!
Aren't we picking folk up just as fast as they fall?
And shall this man dictate to us? Shall he?
Why should people of sense stop to put up a fence
While their ambulance works in the valley?"

But a sensible few, who are practical, too,
Will not bear with such nonsense much longer,
They believe that prevention is better than cure;
And their party will soon be the stronger.
Encourage them, then, with your purse, voice and pen,
And (while other philanthropists dally)
They will scorn all pretense and put up a stout fence
On the cliff that hangs over the valley.

Better guide well the young than reclaim them when old,
For the voice of true wisdom is calling;
To rescue the fallen is good, but 'tis best
To prevent other people from falling;
Better close up the source of temptation and crime
Than deliver from dungeon or galley;
Better put a strong fence 'round the top of the cliff,
Than an ambulance down in the valley.

—JOSEPH MALINS.

THE TEACHER AS A COMMUNITY SOCIALIZER

BY WINNIFRED CARBERRY

National Field Secretary

IN a certain county of western Oklahoma there lives and works a remarkable county superintendent. I was scheduled with her for the third week in April, and arrived at noon on a dull, sultry day. Miss Day met me at the train with a doleful face, but with sunshine in her hair—a wonderful Titian gold—and I learned, as I worked with her, that she also had sunlight in her heart. Some day the praise of our county superintendents will be properly sung, I trust, but in passing I want to pay my earnest tribute of appreciation to the great work they are doing.

Miss Day's dolefulness was soon explained; forty-two bridges in the county had been washed out during the past week, which would make it impossible for us to drive to the rural places she had planned to visit. We might Ford, she ventured, but it had taken the combined efforts of three teams and half a dozen men to pull her out of the quicksand a week before, and she hardly liked to repeat the experience. I hastened to agree that it would be unwise. I asked if there were no towns in the county we could reach by rail. Miss Day said there were some, but she had made no plans to go to the towns, for she thought the rural districts were the places that needed help. Of course, if we could do no better, we would *have* to go to towns.

We packed ourselves and our hand luggage in her Overland roadster, and traveled the mile of deep mud between station and hotel, planning ways and means of securing meetings in available places. There proved to be no difficulty in arranging the meetings, for the town superintendents were more than glad to have the service, and the week was completely scheduled over the 'phone in a few hours' time. The Oklahoma spirit is a wonderful force to come in contact with; nothing is impossible of accomplishment, no matter how limited the time, nor how much energy must be expended. There is one exception to that statement, and that is convenient railway

connections! In the course of the week, Miss Day and I had several long waits at weird hours of the night in tiny, lonely stations, but they were of real value, for it was during such times I learned to know and revere the little sun-kissed superintendent as she told me tales of her experience in that new land.

One night we waited for a one o'clock train in a dark, grey room lighted by a single kerosene lamp which threw strange shadows in the corners. There was no agent; the station was well off at one side of the little town whose streets boasted not a solitary light. We had taken the middle of the road to the station for fear of unexpected steps and uneven boards in the walks. There was a deathly stillness, broken now and then by the clicking of the telegraph instruments in the locked-up ticket office, sometimes by a frog chorus in the distance or the mournful call of a whippoorwill. If we had wished, we dared not sleep, for we were obliged to watch the time and be ready to go out and stand on the track in the glare of the headlight in order to stop the train.

Miss Day told me a story which made the night a splendid memory, for it proved what one understanding soul can achieve through the medium of the right sort of recreation. And this is the story:

Some years before, Miss Day had been asked to take charge of a certain rural school which had earned an unpleasant name for itself. There were the usual big boys who went to school because there was nothing else to do, and who would acknowledge no authority but their own. The standards of life in the district were low.

She knew there were difficulties before her, but did not realize their extent. When she saw the schoolhouse, she refused to work in it until it had been scrubbed from top to bottom—floor, walls and ceiling. She agreed to help in the ceremony, but the Board must furnish materials and some one to do the heavy part. The house had been

used for all town meetings, and for lack of more convenient cuspidors, the walls had been pressed into service until there was a deep brown wainscoating on every side. After the initial scrubbing, Miss Day took care to have boxes of sand and ashes provided for the convenience of those who attended Board meetings, and she talked so much on cleanliness that after awhile the children began to resent any misuse of their room. That resentment was one of the first evidences of rising standards.

After making the schoolroom a fit place for the children to spend their days in, Miss Day began a systematic study of the children themselves. Many of the boys were bad, but Miss Day determined to know all about the home surroundings before she placed the blame, and when she had learned the facts the boys seemed victims of circumstances rather than reprobates. Then the question was: How to win them? It did not take her long to decide. She went with them on the playground and found that their entire equipment consisted of a string ball and a piece of board for a bat. (Here in her story she interjected: "You *know* how humiliating it is for big boys to play with a string ball!") She called the boys together for a conference, and the result was that a committee was appointed to go to a group of older men in a neighboring village and ask them to loan the equipment they had used in a ball team the year before. The men were glad to do so as far as bats and mitts were concerned. Miss Day bought the balls and was appointed umpire. The boys' self-respect began to grow. There were some grand old fights, of course, but they were settled according to the rules of the game. Soon Miss Day discovered there were a few boys who yearned to box. She knew it would cause a neighborhood feud if the idea were to get abroad, and that they would not be allowed to do such a thing, so she very quietly procured gloves, a set of Queensbury rules, and acted as referee. The craze soon died out and basketball took

its place. The boys began to take pride in the school yard, they built their own basketball goals, they cleaned away the ash piles and stones and tin cans, and the girls helped them.

A tiny closet in the school was named the library—no one was allowed to call it anything else—and in it the precious balls and mitts and bats were securely locked at night. A few books began to appear, then a picture or two, bird nests were brought in, cocoons, flowers and beautiful leaves. Miss Day decided she must bring the mothers into this realm of new development so they would see what she was trying to do and would work with her. She formed a Mothers' Club, and for a long, long time her chief activity was to keep them from quarreling! I asked her what the prevailing nationality was. She answered: "*They were all American women.*"

At the end of the school year the boys said they just hated to leave all those things in the library, for they knew they would all be gone in the fall. They were right; when school opened, they found the little sanctuary had been despoiled of every treasure, the basketball goals had been torn down and used for kindling, the seventy-five books had entirely disappeared, and the pictures had gone to adorn other places. The little teacher began all over again, but this time she had the love of the children, so the labor was light, and during this second year she won the mothers also.

For three years Miss Day served the district, and the school became one of the models of the county. As county superintendent she is still in close touch with the school and the neighborhood, still impressing her influence, instilling her principles. When the boys and girls become fathers and mothers, they will have a better understanding of their children's needs because of the work of the little teacher who had love enough in her heart to give them what they needed in the right way, rather than to condemn their ignorance, which was due to lack of opportunity.

THE United States Government
and the Public Schools are
helping our

FOREIGN-BORN FRIENDS

===== who are =====

**APPLICANTS FOR
AMERICAN
CITIZENSHIP**

to Learn Our Language and the
Principles of Our Government in
Preparation for Good Citizenship

=====

The Government Furnishes Free Textbooks

=====

JAMES J. DAVIS,
Secretary of Labor

RICH D. K. CAMPBELL,
Commissioner of Naturalization

=====

ENROLL NOW
GO TO THE SCHOOL

=====

EDITOR'S NOTE.—This work is well within the powers of any woman with tact, friendliness and a good public school education. The Bureau of Naturalization wrote the following article at the request of the editor, and is ready to supply material to anyone willing thus to be a neighbor to those who often all too literally "fall among thieves" because of their ignorance of the language of their new home-land. Trained and fortified by the information and practical working outlines contained in three pamphlets, "How Women's Organizations May Help in Americanization Work," "Suggestions for Americanization Work Among Foreign-Born Women," and "Suggestions for Holding Attendance Upon Classes," and armed with the three remarkable "Federal Citizenship Textbooks," plus common sense, the members of the National Congress of Mothers and Parent-Teacher Associations may literally revolutionize the lives of many who are far from the regularly established centres in the larger towns, may, as "Teacher-Neighbors," break down the barriers of unfamiliar speech, by giving to the foreign-born the great gift of citizenship, may make them feel that they are "no longer strangers in a strange land, but travelers welcomed home." The poster on the opposite page, with its invitation to go to the schoolhouse, expressed in English, Italian, Yiddish, Polish and Spanish, may be obtained free of charge from the Bureau of Naturalization. This office will be glad to supply further information.



"WHO IS MY NEIGHBOR?"

*Special Contribution from the Commissioner of Naturalization,
U. S. Department of Labor*

Rural teachers in many parts of the country are willingly helping men and women of foreign birth living in small towns and on isolated farms to prepare for American citizenship. This instruction acquaints them with our national language and customs, and with their duties as citizens. It is being done in accordance with a plan which has proved successful in practice. The wives of these isolated foreigners are in particular need of friendly aid, and there is no finer piece of service for former teachers or other qualified women members of Parent-Teacher Associations, Home Missionary Societies, Granges or similar organizations, than to give such aid. The Bureau of Naturalization has prepared and distributes free pamphlets giving suggestions for doing this work.

When the foreigner appears in the office of the clerk of court to file his naturalization papers, he and his wife are referred to the county superintendent of schools, if they live within the educational jurisdiction of that official. He directs them to a public-school teacher living near them who has signified a willingness to give such instruction as they need. If no public-school teacher is available, then some public-spirited man or woman is asked to volunteer for this work, under the direction of the county superintendent. The county superintendent also notifies the Bureau of Naturalization, Washington, D. C., of the reference and the applicant soon receives a

letter from the Bureau of Naturalization cordially inviting him and his wife to call on the teacher who is supplied by the Bureau with Federal Citizenship Textbooks and suggestive teaching material free.

The following excerpts from letters received from teachers who have been doing this work indicate their attitude:

"I am this year at G. V. at the head of the schools there. My class last year got along well, but as I was called here, I don't know how they are getting along. If there are any here who are interested in the work, I should be very glad to take it up. I spoke to the county superintendent here and offered to do the work. She is investigating, and if there are any I shall let you know. As for the material, I left that in their hands, and urged them to work on as much as possible. Hope that they will succeed. Thanking you for your interest in my work, I am." (South Dakota.)

"V. C. has no way to come, but is very anxious. All others are in school. Immediately after receiving the record cards I call upon them. I find them very anxious to enroll. I have enrolled 215 in this rural district, and they are most loyal to the school. I hope to see the time when the examiner will not need to examine our classes. I'd rather have the teachers examined and the schools visited and accredited (if found in proper condition). My people have so much confidence in the school that they rather resent the examination. Ever so many come to school for months and years rather than be examined in court." (California.)

"I thoroughly enjoy the work and find the men are very anxious to know about our government. I can think of no better way in which a person may serve his country than in making citizens for America." (Wisconsin.)

"Two of the foreigners in my class of last season have kept on through the past summer with weekly recitations at my home. Both are making good progress in reading especially. Mr.

E. T. also is making a good record in study of the constitution and general information. C. L. (19 years-old) stopped his weekly recitations when the farm work of spring began, but expects to begin again soon." (Wisconsin.)

"There were a large number present at the school house; some came for curiosity and others only for fun, but those desiring naturalization tended strictly to business. I have never seen a more attentive class. I have six Student's Textbooks which you sent to me last year. They did very well with the first lesson. I have taught school almost continually since I was eighteen years old, and am now twenty-eight, and have always loved it, but it seemed even greater joy to me teaching these adults. I am sending for books for those only who were in my class, but most of them have wives who ought to have been there, but didn't come. The snow is very deep. As one man said, 'Too big snow' for the women. There is one young man who is a citizen, but he wanted me to send for one of the books for him. I told him I could only get them for the candidates. If it's all right send one for him, too, and I'll see that he gets it. I would like to have information as to what to do. There are several about the same as the man I spoke of. They are citizens, but don't know much English and really seem to want to learn. But I can't hardly put them in my class. At the end they all voted that they had a good time and would buy notebooks and

come again, but once a week would not satisfy them. They all said twice, so Tuesday and Friday nights are set as the nights for meeting. I greatly enjoy the work, but I don't want to let it interfere with my school work, so I really can't be there more than two evenings a week and do justice to my contracted work." (Michigan.)

This movement now extends into 27 states and reaches several thousand applicants for American citizenship. The rural teachers are accomplishing much in this field. The opportunity for citizenship instruction is delivered to the applicant's front door where it will speak to him without an introduction.

But this work has only been started. There are many counties in the United States where it has not yet been undertaken, and there is a field in each county where there are foreign-born men and women. This demands friendly and neighborly aid. On request, the Bureau of Naturalization will be glad to furnish further information.

HEALTH FOR THE SCHOOL TEACHER A COMMUNITY ASSET

BY DR. CAROLINE HEDGER

Medical Director, Elizabeth McCormick Memorial Fund

THAT our schools should maintain health in the child of school age is generally admitted nowadays. In any attempt to maintain the physical condition of its pupils, the health of the teacher is a factor which must not be overlooked—for several reasons.

If we provide for teachers an environment that is detrimental to them, we are at the same time imperiling the health of their pupils. Environment produces two sorts of effects: (1) The physical, which actually affects the bodies of teacher and pupils, and (2) physical facts which so act upon the nervous system of both that the relationship of teacher and pupil becomes either difficult or quite impossible.

Of the factors which may actually depress the occupants of a school room, the first place should be given to dust and dirt. Dust is always depressing. It has a tendency to put on the lungs and glands of the body so great a burden that they easily suc-

cumb to infections of various sorts, and especially to tuberculosis. Because chalk is used at the blackboards, teaching is a dusty job at best. The lack of cleanliness so common in public school buildings adds to the teachers' difficulties. Our first standard for health in teachers and pupils is a clean building. No dry sweeping, no feather dusters, only sweeping with something that keeps down dust. Frequent scrubbing of floors is necessary, and dusting should always be done with a damp cloth.

The second menace to health in the school room is foul air. This condition may be due to the presence of an elaborate, artificial, expensive system of ventilation which does not deliver the requisite 700 quarts of air per hour for each person; or it may be due to the presence in the room of persons who are constantly throwing into the air from the lungs a large amount of infectious material.

There is, just outside the window of every school room, a large supply of more or less desirable air. How to get the window open and let the good air sweep into the school room is the problem. It is badly needed there. The air of a room in which about forty children are massed, some of them exhaling infectious material with every breath, needs to be diluted frequently. But with many of the pet ventilating systems which have been built in our newer school buildings, an open window is impossible; it completely upsets the balance of the whole system. The result is that in many cases the room does not contain enough oxygen to support the ordinary processes of life, to say nothing of the complex chemistry which produces thought.

Sometimes a clever teacher has had made a sheet-iron shut-off which can be inserted in the hot air pipe, from time to time, cutting that particular room entirely out of the ventilating system and permitting the windows to be opened. Another plan is to have all windows flung wide open, at certain hours, thus preserving the balance and still giving teachers and pupils the breath of unused air that makes for health and efficiency. As a slight mitigation of present conditions, pupils who are obliged to march may at least march out of doors, and the teacher (if she goes with them) gets a breath of fresh air, too. The open-window room is the logical way of avoiding the foul air which threatens the health and nervous balance of teachers. It involves extra clothing for the pupils, of course; but the money expended will be quickly offset by their increased vigor and more rapid progress in school, even if the improvement of the future citizen and the prolongation of the professional life of the teacher are not at all considered.

A third factor influencing the physical health of teacher and school and their relationship to each other is the temperature and humidity of the air in the school room. Rooms 10° hotter than they should be are not uncommon, in which the children are half asleep, incapable of doing their work. The teacher looks apoplectic and tries in vain to drive to their tasks pupils who show

every sign of the nervous irritation which foul and overheated air produces. Air is what is wanted in such rooms—fresh, cool air properly moistened, so that the room has a temperature of 68° Fahrenheit and a humidity of 50°-60°. The requisite amount of moisture in the air of the school room is a first essential of comfort. It can be obtained by open windows or by means of devices installed in the furnace which deliver steam with the hot air. A leaking radiator helps, in steam-heat systems. The amount of moisture can be measured by the hygromik, a small instrument costing from \$13 to \$16. The dry air so common in schools having artificial systems of ventilation dries out the skin and mucous membrane lining of the lungs, thereby stripping the blood of its non-conducting coat of moisture and permitting the chilling of the blood and the consequent depression which makes one "catch cold." Too dry air also adds to the nervous irritability of the children, making the matter of their control much more difficult than it would be were the physical conditions of the school room set for health and efficiency.

Not only must the surroundings be such as to promote and preserve health, but the teacher must have health of body and mind. Because children to a greater degree than adults are susceptible to tuberculosis and other infections, the teacher must, of course, be free from diseases of such nature. But that is the smallest part of the health she must have. She should possess such harmony in her body and such stores of vigor that she produces an atmosphere of serenity. If she is not well, the difficult position she holds rapidly wears out her imperfect machinery and creates an undesirable color in the personality of the child, who is in an impressionable stage. The health of the teacher also affects the imitative life of the child.

The health of both children and teacher is dependent to a certain degree upon the posture of the teacher. A common observation in school rooms is a teacher sitting on the front legs of her chair. This indicates undue nervous tension. It alone would put the children unconsciously on

edge. Keep the four legs of the chair on the floor. Hold the whole length of the spine against the back of the chair and the problem of sitting posture is solved.

Good standing posture saves fatigue, promotes the proper position of internal organs, makes the circulation better, and tends to beauty. It will do more for many children than a thousand injunctions to "Put your shoulders back!" To see a teacher with correct posture teaches the child consciously and unconsciously. To get correct standing posture, swing the body forward until your weight rests upon the balls of the feet. The heels must be free. Relax the shoulders and arms. Think how heavy they are, and let them hang. By muscular effort raise the upper end of the breast bone. The pull should be felt in the back, above the waist line. Then, by drawing in the chin, make yourself as tall as possible.

Nervous irritability in the teacher harms the children and wrecks the teacher. She runs like a Ford with the brake on. If her irritability reaches a high degree, it produces fear in the child and actual mental and physical damage may be done. Control of the child by fear may upset normal nutrition and inhibit normal development; and it is upon these factors that normal nervous life when the child is older depends.

Certain harmful social factors must be recognized as threatening the health of the teacher. Of these low pay and resultant discontent must be put first. We most easily imagine ourselves to be ailing when we are discontented, consciously or unconsciously. If no escape into another or a better situation can be foreseen, illness of the functional type is the door that opens in certain nervous systems. If, as is claimed, the quality of condensed milk is better when made from milk from contented cows, certainly the nervous systems of teachers and secondarily of pupils will be improved by contentment.

In some schools another source of worry for teachers is a formalization of their

work which smothers initiative and interest. Unless initiative and interest are present, work produces fag. One can usually recognize a school teacher. A certain keen observer declares that worry and fag mark the whole profession. In certain towns taboos on the recreation of the teacher imperil her nervous balance. "She must not dance, because it would set a bad example for her pupils." "She must not join in play with her pupils—it would ruin her discipline." And so on, endlessly. She of all people needs play and interest in life. They must be abundantly provided if she is to keep keen and calm.

Her outside duties vary with the type of school and in accordance with other factors. They may be a tremendous factor working against health and nervous balance for her. There are the endless examination papers to be corrected—a vexation of eyesight and spirit and a source of fatigue. She knows quite accurately whether or not a pupil should be promoted. There is church work sometimes, so like her daily work. The work with parents, so often necessary, is a drain on her health and nervous reserve.

As a last problem we have the conservation of the teacher who also runs a home or has duties to a family. Two jobs are a problem for even strong persons. We could get splendid service and save the nervous balance and usefulness of some teachers by instituting part-time work, by hiring some teachers for one, two or three hours a day only.

To sum up: Physical conditions which endanger the health of teacher and pupils should be corrected. The teacher must be healthy if her pupils are to be healthy physically and healthy-minded. The imitative instinct of the child must be given a chance to attach itself to correct posture and positive health. The social and economic burdens of the teacher must be lightened to a point where she can live sanely and give of her special training without detrimental nervous tension.

A NEW WORLD FOR THE CHILDREN

BY ETHEL ARMES

Activities that Bring Together Children, Teachers and Parents

IN all the various kinds and forms of recreation now being developed by Community Service in American towns and cities, the coöperation of parents and teachers is a matter of essential importance.

In a number of places where Recreational Institutes have been inaugurated by Community Service, mothers—and in some instances, fathers—have taken the special courses in games and play leading, so that they would know not only how to play with their children but how to suggest and direct games and other play and physical exercise stunts. Teachers, and frequently older students of the schools in Boston, Mass., in Houston, Texas, and many other localities, have become proficient volunteer play leaders by means of these recreational courses.

at home, and their mother, who had always left the play end to the father, finally realized that she was losing all control of her boys and even comradeship with them. Baseball was Greek to her. So were volley ball, basket ball and captain ball. She did not know the rules of a single boys' game. When Community Service came to her town last year and organized a Recreational Institute, that mother was the first student to enroll. She learned how to bat a ball and how to pitch. She learned Prisoners' Base—and a lot else—and quite a bit of the technique of home-made play apparatus and play psychology.

Then one Saturday morning she invited one of her boys' teachers who had also taken the course, to come over to her house and start laying out a baseball diamond.

*The Fighting Instinct*

An interesting instance is that of a mother in a Texas City, who a few years ago was left a widow with four boys to bring up. While the family was in comfortable circumstances and had large grounds around their house, the boys preferred to play outside. As time went on they spent after school hours anywhere but

When the boys woke up to what was happening it was the greatest surprise of their lives. Of course they didn't think two women could lay out a diamond and so they jumped in on the job to help, too. Before they formed their nine that night, Mother was the pitcher and the teacher, too, was one of the team. Through that single

circumstance the life of that entire family has been changed. The mother is a different and happier woman. Their home has become one of the recreation centers of that community. There isn't a game that mother doesn't know!

Quite apart from the teaching of games and folk dances, the erection of play apparatus and the direction of playgrounds, gymnasiums and athletic fields, there are the cultural activities promoted by Community Service which also afford unlimited opportunities for contacts between parents, teachers and children. Through Community music, play and pageantry, festivals and story-telling hours, an altogether new world is being opened for the children of today. The organization endeavors especially thru these activities to be of assistance to the teachers and parents in their work of co-relating and co-ordinating the various studies and activities of the school, notably in the history, art and music classes, the sewing, handicraft and manual training groups. In this, it has been successful in a number of localities in New England, the Middle West, the South and the far West.

In the city of Greenville, South Carolina, recently when a large historical pageant "The Keowee Trail" was in progress, the schools of seven counties coöperated actively with Community Service. Time was allowed from the school routine for the classes in English and history to make special studies of the early Indian and pioneer life of the Carolinas. In the manual training classes the children made bows, arrows, hatchets, tom-toms and gourd rattles after Cherokee models. In the sewing classes they made their Indian costumes out of crocus sacking trimmed with fringe cut from discarded loom harness from the cotton mills. They strung Indian beads out of dyed corn and macaroni. The Book of the Pageant was adopted by the local schools for use in history courses and was placed in every library of South Carolina.

Furthermore, new impetus for family coöperation was also gained when the interest and participation of entire families were secured. A little girl of St. Clair,

during the Centennial Celebration of Festivals and Pageants there last season said: "My father is in it, my mother is in it, my sisters and brothers are in it, my teacher is in it. I want to be—and now I am in it!"

In Cambridge, Ohio, at the historical pageant produced not long since under the auspices of Community Service, practically every child in the public schools took part. The various episodes of the pageant portrayed the Indian life, the coming of the pioneers, the immigration in 1806 of the first settlers of Cambridge from the Isle of Gurnsey; the War of 1812; Slavery Days; the Civil War; striking episodes in the religious and folk life of the people; the World War, and the making of the present industries.

The children gave a most picturesque presentation of the Cambridge glass plant, overall factory, tin, chair, and box factories, coal mines, planing mills and potteries.

One mother said in reference to the Community Dramatic Course started in the school attended by her fourteen-year-old boy, James, a gawky, self-conscious lad: "Why, it's meant just everything in the world to James. For months I've tried to persuade him to get in with some of the young people here and enjoy himself, but he is so backward and shy he just wouldn't do it. This Little Theatre Work has been the making of him! It's gotten him over his shyness and brought him out into the community, so that they see what he really is and what he can do. It is simply wonderful—the change in him!"

Wherever Community Service is established, there you find an effort to introduce Community Drama in coöperation with the work of churches, schools, libraries, and historical associations. People frequently ask "What is Community Service?"

It is a national organization incorporated with headquarters at 315 Fourth Avenue, New York, which exists to assist American communities in making the leisure time of their citizens more valuable and more expressive through community recreation. It seeks to promote neighborliness, community spirit and happiness, by means of

creating opportunities for the expression of such cultural interest as community drama and pageantry, music, art exhibits, public discussion, forums, educational and study clubs, social gatherings, etc. "How does Community Service work?" is another question frequently asked. In the instances already related we have shown how it works in specific cases. Its method of procedure, speaking from a general viewpoint, is this: the organization undertakes work in a community only in response to a definite invitation from some responsible group of representative citizens.

Upon accepting an invitation, National Headquarters of Community Service sends to a city for a brief period a community organizer to help in the organization of a local Community Service committee representative of all community interests.

This committee discovers neighborhood and community needs and assumes responsibility for meeting them through the planning of a program of activities and the raising of funds to carry on the work.

When the necessary promotion and organization work has been completed and funds raised, the National Headquarters worker is withdrawn and a permanent executive is employed by the community.

When the local Community Service group is organized, it is entirely self-governing, receiving its support from citizens who believe in the community's leisure-time life, for after all, the recreational development of a town is absolutely the responsibility of its own citizens, and it is they who must get back of any movement which will make for the lasting betterment of local conditions.



Folk Dancing

Our task as educators in the new world of democracy is a supreme and sacred one. In an age that has become mechanically complex, that is dominated by a material conception of what is economic, we have to reassert the vital and the unity and dominance of personality. We must convince a cynical world that the laughter of childhood is truly economic, and the free play of the constructive impulse of youth and man is an exercise in the truest form of economy. We must make the world ring with the laughter of childhood and the joy of youth.—W. G. Cove.

SCHOOL INSTRUCTION IN MANNERS

BY DEAN INMAN

WHEN asked to give a résumé of the consensus of opinion obtained from replies to a questionnaire, and to also add a contribution on the subject of instruction in manners, I was glad to respond, not because of points I might add, but from a purely selfish motive; I have long felt how much help I needed and how much I could get, from an open discussion of some of these questions with the people who are engaged in considering this rather new High School project—new at least in a formal sense.

We are agreed, I am sure, that social culture is not only charming, but has a true utilitarian value; that it has been neglected in our school program, and is still undervalued, but that we are awaking to the fact that it is one of the great problems in our schools today, if not the greatest. Moreover, we believe that it is in some measure the province of the school to handle the situation, and that we teachers need to discuss with the parents of High School boys and girls, ways and means for our mutual benefit.

The question at issue seems to be, "How shall we transfer the courtesy of the classroom to the hall, the street, the party gatherings, and the community? Shall instruction in manners be given directly and by a formal process as our other courses are presented, or by a new and different method?"

True manners are the outward and visible sign of thoughtfulness and good-will, and spring from constant loyalty to one's better self; they should express character rather than reflect submission. They are not ready-made; they grow and are in the process of growth during school days and thereafter. We must not look for the fine flower of courtesy too soon. Most of our so-called *bad* manners, better called *crude* manners, come out in our unguarded moments. Flippancy of speech, coarse habits, vulgarity of posture, raucous voices, and lack of respect for age are crudities of youth.

First, then, we must ourselves as teachers and elders have a general bearing and manner that is contagious, and assume always that boys and girls possess the qualities of gentlemen and ladies. With that assumption as a working basis, our course of instruction, it seems to me, falls into a threefold duty—to inform, to inspire, to train, and then to put into practice the knowledge gained. This can be better accomplished by teachers if they are actively identified with institutional life outside the school, as citizens in more than name only, and if they assume the attitude of permanence in the community, and sincere concern regarding it. So much for vague generalizations.

To come at once to concrete examples of such instruction, I am sure you will pardon me if I illustrate, by explaining a few of the various attempts we have made to meet the situation in our own High School and to carry on such a course.

We began a project—if we may use the term for a problem where tangible results cannot be reached—last year by inaugurating in our Freshmen Girls' Club a series of meetings planned with the intention of giving *acceptable* information along the line of deportment, dress and speech. The Club was organized that the Freshmen girls might have social life in school, and it was not difficult to suggest to the officers the advisability of such meetings. We began by arranging a program with topics to be presented by the girls themselves—worked out by speeches, stories, pantomime, or in any way they chose. The program read something like this:

"Etiquette in Introductions; at Parties; at Home; in School; on the Street; in the Store; on the Street Car; in Church."

The teachers or advisers of the club took no part in the program except that I recall that I was invited to speak on the last topic, "Reverence in Church." Questions from the floor were allowed after the girls started the discussions. The girl presiding, as well as the few mother and teacher guests, was

surprised to see the interest taken and to hear the questions provoked.

From memory they ran somewhat as follows:

1. Whose name should I use first in various introductions, and why should I give more than mere names when presenting persons to each other?
2. Why should I rise when older people enter the room?
3. Why do I let an older person pass through a door before me?
4. How do most people learn to be courteous?
5. What tries a clerk more, lack of courtesy in customers, or long hours?
6. Why should I be careful about talking at a concert or in a church?
7. Do I talk respectfully to central over the telephone?
8. Why should I not attract attention to myself in public places?
9. Do I show consideration for my family at home?
10. How do I treat those who are employed in my home—dressmakers or agents who come to my home?
11. Do I make my friends glad that they have visited my home or my school?
12. Do I appreciate services rendered me and do I thank people for such services?

This meeting led in conclusion to a request from the girls for a discussion of the dress question, and that ever-present powder and paint topic. We had never felt that preaching accomplished the desired end, and so we substituted again a talk by one of our most experienced beauty specialists, whom the girls acknowledge as an authority on the care of the hair, the nails,

and the complexion. She has been so long identified with weddings and social functions that her ideas were fully accepted. She answered many questions at the close of the talk.

This meeting was followed by a style show at which the head of our Fashion Art League, just recently returned from the Chicago gathering of the same kind, was invited to open the discussion, which she did by exhibiting five Freshmen girls appropriately dressed in costumes loaned by one of our leading merchants. She discussed texture of materials appropriate for girls, color and line, and fitness to occasion, and accented thrift and simplicity as the best taste and proved her points by illustrating from the models, showing the effects of various lengths, overtrimming, and the like. Our year ended with a pageant called "The Magic of the Deed," which crystallized many of our ideals.

We are carrying this method, somewhat changed and elaborated, over into the Sophomore year, believing that such ideas, to be permanent, should disseminate slowly. Our committees for social activities assume responsibility for conduct at parties, do the introducing, serving, and leading in the *planned* program, but always ask for the advisers as chaperones and co-operators in emergencies.

These are simply some devices; I shall be delighted to hear from others concerning other methods and plans. It is an interesting, worth-while project, and I am not agreed with those who despair of results. If the motto over the gate of Cambridge University, "Manners maketh man," is true, it is a most worth-while enterprise, worthy of our united and constant effort.

I am weary of seeing this subject of education always treated as if "education" only meant teaching children to write or to cipher or to repeat the catechism. Real education, the education which alone should be compulsory, means nothing of the kind. It means teaching children to be clean, active, honest and useful.—John Ruskin.

RECREATION THAT RE-CREATES

BY MRS. CHARLES E. MERRIAM

MY interest in motion pictures lies in the fact that all of our work in the home, the school, and the church is practically undone if we do not extend our guidance to the recreational centers of our youth. These centers are a new development in life, and most of us do not realize our connection with them.

Before the people all flocked to the cities, the farmer ruled his own home, everyone toiling from morn till night. No thought was ever given to recreation; the children found theirs in picking berries, fishing, swimming, snowshoeing, etc. Coming to the city and living in cramped quarters, the child is deprived of all these simple recreations; and there is nothing about a four-room flat to interest one with inquisitive tendencies. In most city homes there is really no place for a child, and the average mother, I am sorry to say, is glad to have it out of the way. When she turns it out in the street to play, the problem of the community begins.

So we have been providing playgrounds, parks, bathing-beaches, libraries, and other centers to care for our children. We were really making some progress in handling these centers when a new recreation was discovered, with financial possibilities so great that a big industry was established. The new pleasure greatly appealed to young people, and today the motion picture is our greatest recreational problem. The dance halls were once our greatest problem, but while about 89,000 young people visit our public dance halls in Chicago every week, nearly our entire population, from babes in arms to our oldest patriarch, marches in one continuous procession to the film theatres from 8 a.m. till 10 p.m.

We may easily be divided on what constitutes the best films for the adults, but there should be no division of opinion as to what the young people should see, or perhaps, rather, not see. Even on the liquor question most people, whether "wet" or

"dry," felt that minors should not be allowed in saloons, and there were strict laws to that effect. So we should all be united in demanding clean and wholesome pictures for our young people.

At present our method is to license these commercial centers of recreation. I maintain that it is a crime for the community—which means *you* and *me*—to license any recreational center that is demoralizing our youth. The very license that they frame and hang over the entrance should be a guarantee to any parent that his children will be given clean, wholesome recreation within. We would not think highly of any industry that placed its stamp of approval on an article that was found untrustworthy. So we really are to blame if we license any recreational center that is demoralizing our youth.

"Am I my brother's keeper?" someone may ask. Yes. It isn't just a question of keeping your own children away; it is a question of the responsibility of the community. We cannot evade it, for if we do not take care of these young people now and supply wholesome recreation, we will take care of them later in jails and insane asylums. We cannot evade the issue.

Our young people are our greatest asset. Of what avail is it to build up a great fortune, or a great industry, or a great educational system, if we do not build up with it a fine, healthy group of people to inherit these gifts? So it is very necessary that we work out some method of supervising these centers. Our county sheriff, who does not class himself as a reformer, is quoted as saying that uncensored films are one of the big factors in sending boys to jail. *We have censored films in Chicago, but I do not think that censorship alone, as it is now worked out, will ever solve the problem for a conscientious community.*

We are trying to encourage parents to attend motion-picture exhibitions with their children. In this commercial age, when so many things are tending to break

down family life, it is very singular and very gratifying to find that the two new great industries, the cinema and the automobile, are both splendid methods for holding the family together. Many people are finding the automobile a splendid means of keeping the companionship of their boys. They can also use the cinema as a means of keeping the companionship of all the children.

But this cannot be done with our present methods. In the first place, we find many films suitable for adults but unsuitable for children. This does not mean that the pictures in question are vicious and should be banished. We meet the same problem in our libraries, and we have solved it with the children's book-shelves. We also have children's concerts, but it does not mean that adults will not enjoy them. I have heard of young men "borrowing" a child so that they might attend; it was the finest chance of really learning music.

If the producers are wise, they will work out the problem, and when they attempt it the problem will require more than the services of a good political organizer, no matter how splendid his intentions are. It must be figured out by those who have had the interests of the child at heart. After viewing 100 feature films in the last few months, I feel that the best method would be to have a committee composed of teachers, mothers, and producers, to view each picture before release and classify it. It must be a small committee in which the public has confidence; that is very essential. Then the films should be divided into these groups:

(1) Films for adults only; not vicious or horrid sex pictures, but pictures that would not interest children, that are too mature for them. There are so many books we enjoy, even our Shakespeare, that the children would not enjoy, that are not suitable for them.

(2) Films that can be enjoyed by any member of the family. Out of the 100 we reviewed, nearly half could be recommended for the family group.

(3) Films for the children, such as the fairy stories.

(4) If the producers still insist upon giving us these trashy films, we would have this fourth group, label it "for the feeble-minded and vicious class," and let who will, enter. (I do not think many would care to classify themselves thus.)

To continue to be a financial success, motion pictures must make an appeal to the home-loving people. If they do not, they will die just as surely as the liquor business died. *That* industry would not heed an indignant public, and it met its doom. The cinema industry has a wonderful possibility, and a bright future if it but heeds the warnings. Mr. Hays has surely learned in politics that a successful politician keeps his ear to the ground, and if he applies that training to the film industry we ought to expect good things in the near future.

If we compiled the suggested classifications, people would have a chance of seeing the kind of pictures they *wish* to see. Children alone should not be allowed to go to the adult shows. Adults alone should not be allowed at the children's shows. Our juvenile problem could be easily solved, and that is our chief interest.

We should talk about the good films as we discuss good books. Mothers must be made to realize that a picture is more than just a picture, and she must be as careful of the films her child sees as she is of the food it eats and the books it reads and the companions it has.

If scenario-writing were taught in every school, the children would watch motion pictures with a critical attitude. We need to foster that spirit of criticism in our young people. We train them at school to appreciate the best in literature, and we must train them to appreciate and demand the best in films.

George Ade says that films are the "most potent single influence of the century." I believe most people will agree with this statement. It behooves us to do our best to make them an influence for good. The responsibility is ours, and we cannot evade it.

FOOD FOR THOUGHT

MRS. G. N. LOOMIS

WHEN we know the splendid work some of our associations are doing in directing the amusements of their young people, it seems as though we had at least made a start in the right direction, but there is yet much that we might do in our several communities. The social life of our girls and boys is a serious problem. Mrs. Helen Paulson, a child psychologist, said recently that "The lonesome girl problem is the greatest problem we have today. Lonesomeness is the root of delinquency and numerous other social evils."

The lonesome girl is not necessarily alone, away from her family. She may be in her own home. Her home may not be functioning to give her the proper outlet for development and a good time. Probably her mother is too busy trying to supply the physical needs of her family to pay any attention to her daughter's social and temperamental needs.

There are two types of parents in the well-to-do and wealthy parents of the professional and capitalistic classes and the parents in the industrial class.

Both types of parents are failing to understand their daughters and give them adequate chance for self-expression.

What do they do to direct their daughters' social development? The only difference between daughters of the two classes is that one walks the streets with her "beau" and the other goes riding in a motor car. Neither brings her young man caller to her home.

For amusement they both go to movies and dances. And then the elders complain because the girl of today cannot talk. It isn't possible to do much talking at a dance and even less at movies. Neither is a means of social development for young people.

Just now we are not thinking of the delinquent girl or boy but how we may prevent much delinquency by the proper direction of their recreation and good times. If youth is normal, the spirit of play and fun will be uppermost. We must remem-

ber that the normal youth is filled with energy and bubbling over with vitality for which there must be an outlet. For this time athletics is the most wholesome and best outlet. Get the youth interested in some form of play which will make him physically tired. Just so far as possible make this play in the open air and in groups. Any sort of physical contest will hold the interest.

The community recreation centers, under the wise and tactful direction of mothers, have proved a success in many places.

The sex problem we have always with us. Though we shut our eyes to it we cannot avoid it. But this is to be remembered; the danger is not from boys and girls *playing* together, which is a good thing for them to do often. It is infinitely more dangerous to *loaf* together. Then there must be parties for the young people.

I wonder how many mothers open their homes to their young people to come in "bunches," and let them dance or play games at will. Try making the boy or girl feel that his father's house is his, too, and that a little noise or confusion is not an annoyance. Try physical games that require physical exertion and have plenty of "pep" in them.

Then, too, I wonder how many mothers know when their young people are in at night, and how many young people come to their mothers to say good-night and tell them about their evening?

If the dance is carried to excess, let us criticise constructively and give the young people as interesting a substitute to bring the balance back to normal again. The resolution passed by the National Federation of Music Clubs which solicits the assistance of all mothers and good musicians in our effort to crush the present ungraceful, unartistic and vulgar dances and urge that refined æsthetic and dignified dances be introduced, is to be commended. Mrs. Ross urged that our homes and club houses be opened for dances and that they be properly supervised.

The moving pictures, public recreation, dance halls and amusement parks, all have their place in present-day activities, and through proper regulations and enforcement of laws may furnish recreation for our young people.

I wonder if the time is not near for the State to do some organized work along this line. Here are several pertinent questions for our sober thoughts.

First—What kind of organized athletics are there for boys? What kind for girls?

Second—Are there suitable meeting places for young people?

Third—To what extent are the boys and girls of your district affected by commercialized amusements; public dance halls, pool rooms, etc.?

Fourth—Are you making any effort to give the boys and girls of your community a substitute for public places of amusement?

Fifth—Do you stimulate house parties for the boys and the girls of your district?

Sixth—How many parent-teacher associations will pledge serious thought to the above?

FINANCIAL COMMON SENSE

CLARA INGRAM JUDSON

Home Economics Advisor, American Bond and Mortgage Company.

WOULD you look forward with comfortable enthusiasm to dining out if you knew that the cook had never before been in a kitchen, and never handled a measuring cup or spoon and had never cracked an egg?

Most likely you would rather stay at home where the cook had a practical working knowledge of all things culinary.

But the cook who had never been in a kitchen might have studied a dozen cook books and might have a very glib speaking acquaintance with all kinds of foods. "All the same," most folks would reply, "I prefer a cook who has had experience." Rightly so! Experience teaches best and quickest. The very finest results come where experience and study go together.

That fact applies to almost everything as well as to cooking and is the basis of all our laboratory methods of teaching.

In the later years of the war and since that time, many schools have established courses for the teaching of thrift. Now the basis of all thrift is wise spending and needs the laboratory method of teaching. Yet how can a teacher train her pupils in the actual spending of cash? That is beyond her power and province: she can only teach theory. Parents must supply the laboratory—must see to it that children have a chance to learn by experience how

to expend money.

The subject of children's allowances has been talked of so often in the post-war times that many parents who before gave only dribbles of cash on occasion are now giving regular spending money to their children.

Regular spending money sounds good, and is good provided it carries with it some definite responsibilities by way of training. A child who gets five cents a week or a dollar a week should have some definite, personal and necessary things for which part of the money must be spent—stockings, shoes, underwear, school incidentals, rubbers or the like.

The child who has money—regularly or otherwise, and who has nothing but candy or movies for which it is to be expended, gets a training his parents did not bargain for! He gets a systematic training in spending his entire income for luxuries.

So while you are giving your children regular spending money, give them regular obligations too, so they may learn balanced spending.

Thrift courses furnish an ideal chance for co-operation between teachers and parents. The wise Parent-Teacher Association will get behind this school thrift teaching and see that the children have both theory and practice.

PREPARING OUR CHILDREN FOR CITIZENSHIP

BY ALICE WINGATE FRARY

"The child's first school is the family."—Froebel

OUR children are given regular instruction in citizenship in school, but the best that can be done for them there will not alone give them the urge toward helpful service in the community that they might have with the thoughtful co-operation of their parents. The talks, songs and pageants of school have served to widen their vision and strengthen their grasp of the dramatic events of the past. Fathers and mothers can help them to express their appreciation of the time and country in which they live in terms of everyday service. To teach them that they have an important part in keeping a happy, well-ordered home and that the atmosphere of a community is the atmosphere of its homes, is to lay a foundation for substantial citizenship later. To add to this a sense of responsibility toward a younger child in one's own family or a friend's or toward animal pets, is at least to start the habit of considering the interests of others. Just to keep emphasizing these two points day after day so that they become a part of the children's lives is no small task in itself.

However eager a young person may be to serve his community, his impulse will be dissipated or accomplish harm rather than good unless his efforts are intelligent. In Maud Lindsay's tale of "The Giant Energy and the Fairy Skill" (Milton Bradley Co., Springfield, Mass., an effective story to read to children from five to ten) the fairy teaches the eager, clumsy giant to so direct his boisterous impulse to serve, that after days of patient effort he is welcomed as a helper instead of being merely tolerated by those generous enough to overlook his carelessness. A ten-year-old-girl who was crocheting a gift for her grandmother remarked, "Even if it isn't done well grandmother will like it because it's my

work." How much more wholesome for the little girl it would have been if someone had insisted on the charm of offering a neatly made gift, that grandmother's pleasure need not be marred by apologies. Organizations are too often hindered by the well-meaning but unskilled volunteer worker. The community life of the future will be enriched by every child who has learned to take pleasure in careful, finished work.

"We require from buildings as from men," writes Ruskin in "Stones of Venice," "two kinds of goodness; first the doing of their practical duty well, then that they be graceful and pleasing in doing it." This is one secret of acceptable service, that the doer shall find joy in his work rather than seek all his pleasure as a thing apart. This we can emphasize to our little citizens, showing them as consistently as possible that we do find joy in duties.

Our children will receive their firmest foundation in the matter of their responsibility toward the community from the stress which is laid by happy example and persistent teaching on the safeguarding of the community welfare by the right sort of homes. Read them Mrs. Kate Douglas Wiggin's charming story, "Mother Carey's Chickens" (Dunlap Grosset Company, New York). Theirs was a home whose light could not by any possibility be hid. Mother Carey gives the keynote in saying to her children when they move into the village of Beulah, "We must make it a home; as beautiful and complete as we can afford. One real home always makes others, I am sure of that! We cannot be happy, or prosperous, or useful, or successful, unless we can contrive to make the Yellow House a home. The river is our river; the village is our village; the people are our neighbors; Beulah belongs to us and we belong to Beulah."—*Issued by the National Kindergarten Association.*

EDUCATING THE CHILD AT HOME

BY ELLA FRANCES LYNCH

HOW many children of under-school age are there in the United States and Canada today? Twenty millions, more or less. With each of these little ones was born his special gift, to be developed by education into his lifework. How many of their mothers are going to find in CHILD-WELFARE MAGAZINE the help they crave in training these children to be good and useful members of the home, the school and the state? Every one of them, if the high hopes of the editors are fulfilled. This little department will be conducted in the belief that within each child's environment is the means of educating him, and that with the parents, whether rich or poor, learned or simple, rests the privilege and responsibility of so ordering the home that it becomes for their children the greatest educational institution in the world.

THE TEACHER-MOTHER'S OPPORTUNITY

I

Much is said about the failure of the public school system. On this point the late Commissioner Kendall, of New Jersey, once remarked to the writer: "Yes, the public school is a failure. The source of the failure, however, is not in the school, but in the home. Reform the American home and you will have taken the first step in reforming the public school."

I believe his viewpoint is shared by all honest and intelligent school men. Dr. Winship tersely remarks in the *Journal of Education*: "The home is the greatest unused educational asset in America to-day." Dr. P. P. Claxton, formerly United States Commissioner of Education, said in a letter to the writer: "The home, the primitive agency of education, was, until quite recently, the sole agency for most boys and girls, and is still the most important of all. The work of the school and other modern agencies of education are only supplementary to the home."

"In the home must be learned the funda-

mental virtues of obedience, industry, honesty, truthfulness, cleanliness, self-respect, and regard for the rights of others. Many skills also can be learned much better in the home than in the school, and nowhere else can the affections and the will be so well established. Habits for good or ill are formed chiefly in the home, and from the home come most of the inspirations out of which grow the great purposes of life—or fail to grow."

How exactly to the point is the message sent to teacher-mothers by Superintendent Charles B. Boyer, after over thirty years' experience with Atlantic City public schools: "Children properly trained at home can be taught in two years more of the school subjects than the children not so trained can possibly learn in three or four years!"

THE NEXT REVOLUTION

Our present aim, then, is to revolutionize the school by sending to it children who

ELLA FRANCES LYNCH

is Principal of the School of Individual Instruction at Bryn Mawr, Pa., and Founder of the National League of Teacher-Mothers. She believes that since a child begins to learn as soon as it is born, its education should begin at that time, and that the Teacher-Mother should awake to a realization of the greatness of her opportunity and her responsibility in those seven golden years of early childhood.

are ready for instruction. It is much more important that the child should be well trained than that the teacher should be competent. Even a poor teacher can teach something to the child who has learned *how* to learn and therefore *wants* to learn. The best teacher in the world can teach nothing to the pupil who does not want to learn. Unless the young mind has been prepared by patient, conscientious home training, school instruction goes to waste. No use sowing the seeds of learning in ground that has not been properly prepared. The school, at its best, builds upon home instruction, supplementing and developing the teaching given by wise parents.

This department will be a calendar of certain things that can be done and should be done in training children before it is time to put a book into their hands. Not everything will be included. The mother's intelligence is taken for granted. No attempt will be made to be novel or highly original, but only to keep the road open in the right direction, so that it may be easier for parents to go right than to go wrong.

Throughout, we shall base instruction on the theory that education, and not heredity, is the controlling factor after birth, and that individual instruction and sane discipline during the years of early childhood are the best and indeed the only guarantees of lasting success.

Some of the facts which I wish to bring to the attention of parents are: There is no such thing as a born criminal or a born derelict, or any other kind of a born failure outside of the mentally subnormal. Neither manners nor morals nor reading nor sewing are matters of heredity. Right conduct is dependent solely on right education. Furthermore, *all* children are *naughty*; no children are *bad*. Failures in life are mainly traceable to parental ignorance or negligence. Knowledge alone is not a safeguard against wrongdoing. Backwardness among school children as well as stupidity among grown people, is often the result of wrong home training or the lack of training. A large proportion of feeble-mindedness is the result of neglect or misdirected effort between the ages of three

and seven. The ill-guided home is responsible for most of the existing depravity, criminality and feeble-mindedness. The care of the child's mind is just as much the duty of parents as is the care of its soul and body.

Where shall we begin? Oh, we prescribe a course in good citizenship beginning in the pre-high-school age, daily lessons twelve months in the year! The first several semesters will be devoted chiefly to habit-making of the physical kind, so that our pupil of two or three shall be a healthy, manageable little animal, trained to obey and to be docile.

Then we shall take advantage of that wonder-working period between three and seven for sense-training, language culture, and the religious foundation for moral instruction.

GUIDANCE VS. PUNISHMENT

Much shall be said on the subject of discipline. It is the work of parents to control the child's acts and direct his thoughts until he acquires a measure of self-direction and judgment. He soon learns that no wrong can be committed without bringing its own punishment. The habit of avoiding what is forbidden is gradually formed, and the sense of law is thereby acquired. On this basis the child is ready to be educated to a sense of moral obligation. When the reasoning powers come to maturity, the individual sees why restrictions have been imposed; he recognizes that our conduct is the most serious thing we have to attend to; the idea of duty seems natural because habitual; the older he gets, the more ready he is of his free will, and apart from the fear of punishment, to behave rightly. Thus, morals grounded on compulsion become morals grounded on self-approval.

But parental control is only a means to engender self-control. It fails if it does not do so. We must all make our own mistakes. Even children must be given latitude to make mistakes, to get into trouble, to find out many, many things for themselves by deterring experience.

Temptation is a valuable part of moral

training. Virtue is not merely passive goodness. The temptations permitted to childhood should be only sufficient to strengthen its powers of resistance and not sufficient to overcome it. For example, instead of putting everything out of a child's reach, train him not to meddle with forbidden things. Arouse his pride in overcoming temptations such as that of taking cake or candy left within reach, showing him that he makes himself stronger each time he chooses good and avoids evil when it is hard to do so, and that in this way he trains his will to overcome desire. But when a child's will is weakened by hunger, these temptations are unreasonably great. Instil a wholesome respect for the difference between mine and thine. Do not allow a child to borrow even a pencil without the owner's permission. But give him a pencil of his own. Do not trust that undeveloped powers of resistance will be greater than a child's restless energy.

THE TEACHER-MOTHER

In order to teach successfully, the home atmosphere must be favorable. It is difficult to define an atmosphere, as Mr. Chesterton says, but I do not exactly want to define it. I propose merely to point out from time to time the conditions that produce it. Most important is absolute unity of policy between father and mother. Next, sincerity and square dealing in all the little and big affairs touching the home. Then an orderly day, so that every member of the family knows "what comes next" in the day's routine. When a carefully taught pupil matriculates from such a home into the public school, who will question that he is prepared in soul, body and mind to profit by instruction?

Now comes the chorus of timid objections:

"I haven't enough education to be a teacher."

"I do all my housework and haven't the time, and there are many other obstacles in the way."

"I do not know what to teach, nor how to teach, nor how much a child ought to learn, nor how long to keep him at lessons."

Let us take up the first question. "I never got much education," in most cases, does not imply true education at all, but simply schooling. Many of the best educated men never saw the inside of a school-room. Many a one has gone through college, coming out as he went in, an uneducated scholar. If you are reading this magazine, you have good common sense and the ability to read, which are the only requirements. Your book-instruction need not have taken you beyond the primary grades. The teacher-mother's chief strength lies in her moral nature. Her very presence should exercise a stimulating and elevating influence. Such a mother, even if no great aid to her children in the acquisition of school subjects, is the ideal mother. As for manners, the grace of kindly naturalness goes far to supply the want of social training.

One young mother writes to me: "I am studying everything I can find on child-psychology. I want to be the best mother a child ever had. I do not want my children to find me lacking." This young woman is a college graduate and was for six years a successful teacher, yet only now when she has children of her own does she feel the need of studying the child mind!

As for not having time, the mother who is training her children to the best advantage has more time for that very reason than if she were not so training them. One of the first requirements for effective teaching is to have a daily schedule to which the child must conform. Daily help to his parents is one of the main factors in true education. Besides, the child so trained is good, well-behaved, thoughtful, lovable, bright, and all these things help lighten the mother's burden—and the father's, too.

For the mother who fears that she does not know the child's mind and its rightful furnishings, this department is intended. If she does not find the help she wants in the magazine, a letter to the department will bring a personal reply.

"ALL THINGS ARE POSSIBLE"

We must not forget the other obstacles that flash before the inward eye at the men-

tion of home education. Education itself is ninety per cent obstacle. A large part of the business of life is overcoming obstacles. That is what makes living so life-like. How would you like to exchange burdens with Janet's mother, a daintily reared English woman, educating her four children in a grass-covered hut in Rhodesia, or Margaret's mother, graduate of a fashionable boarding school, doing her own housework in a lumber camp in Louisiana, and splendidly training her big family? Heaven bless her for it! Then there is Tom's father striving successfully to make a man of his son in a Peruvian mining camp above the cloudline, while Peter's mother is trying to keep peace in the family and educate her little ones while three maiden aunts and a doting grandfather live next door and meddle with her discipline the livelong day. How about a wonderful mother in Nebraska, who established herself as sole teacher of her three children

while getting about on crutches, a victim of infantile paralysis? Then there is a mother in the "bush" of British Columbia, eighty miles from a railroad, who has trained her boys so well that now, at eight and eleven, their letters show them to be abreast, if not in advance, of our city school requirements.

No, dear reader, you have not cornered the obstacle-market. Furthermore, our present undertaking is to show mothers how drawbacks may be metamorphosed, by patience and inventiveness, or boldness and perseverance, into powerful instruments of sound education. You know the lines:

"One ship sails east and another sails west,
In the very same winds that blow;
'Tis the set of the sails, and not the gales,
That tells them the way to go."

We shall try to help you to trim your sails and arrange the ballast and cargo in due order for a safe voyage to the home port.

It is better to teach people to enjoy themselves than to provide amusements, better to teach them to play than to watch others playing, better to give them a new interest than an empty holiday.—Canon Barrett.

PLAYS AND PAGEANTRY

BY THE NATIONAL HEALTH COUNCIL

THE HEALTH PLAY—A METHOD OF EDUCATION

REALIZING that every child loves to pretend, to act the part of another, health educators in teaching hygiene and sickness prevention have found health plays and pageants of increasing value. Dramatized health lessons make public health more popular. Not only the players themselves, but also the parents and friends as spectators, find entertainment and profit in this form of propaganda.

HOW THE PLAYS CAME TO BE RECOMMENDED

The pioneering days of the Health Play are over. The demand for first-class vehi-

cles to use in dramatic production has been steadily increasing since 1915, when the National Tuberculosis Association published a group of fifteen plays and playlets. Through other health organizations, also, many plays and pageants have been given. Several members of the National Health Council, interested in the future of the health play, realized the need for sifting over, weeding out and using the best of the many plays now in circulation. A committee on Health Plays, therefore, was formed and the following twenty-five plays are the result of their collecting, reading and selecting from available material. The plays chosen cover a variety of health lessons. Their messages are positive and

happy in spirit. No plays with a morbid or gloomy atmosphere are in the list. Several are full of humor and lively action, with songs and music. The National Tuberculosis Association publishes thirteen of the series, and the remaining twelve are distributed through numerous other health agencies. They are recommended for use by the National Health Council.

WHERE THEY MAY BE USED

The plays present a variety of health messages. They vary in length, number of characters, simplicity or elaborateness of costumes and setting. They may be used in the following places or groups: (1) In schools, public or private, for children from the lower grades through the high school; (2) By church groups, such as Sunday-school classes or clubs; (3) In settlement houses and community centers where many nationalities are represented; (4) By girls' and boys' clubs, such as Boy Scouts, Camp Fire Girls, and Modern Health Crusaders; (5) By groups (older than school age) that wish to raise money for local charities, special drives, such as women's or men's clubs, dramatic organizations, etc.

HOW TO USE THEM

Most of the plays are adaptable. They allow for interpolation of songs, dances or speeches of local interest. They may be cut or lengthened. Several may be elaborately costumed and given on a pretentious scale, or simply costumed and given with little scenery and expense. When given to boys and girls to produce, the director (a teacher usually) should allow the children freedom for originality in interpretation, staging and costuming. The more they do themselves the greater will be their enjoyment and profit. For this reason in many cases stage directions have not been worked out in the text and suggestions rather than directions have been given.

Costumes may be made of cheese-cloth, crepe paper or of other inexpensive material. Sometimes caps will interpret the character, or the carrying of some article

will suggest the part. Lack of funds to produce elaborately should not prevent one from giving a play, since oftentimes more fun and benefit is derived through imagining than through detailed presentation.

Plays should be advertised through local media with the names of the boys and girls who will take part. This will greatly increase the enthusiasm. The coach in charge of the play should not only be open to suggestions, but request them in order that the participants may feel that it is *their* play. Moreover, the choosing of the proper play to suit the characteristics of the players and the occasion for which it is given makes a great difference. The selecting of the actors and actresses to fit the respective parts will sometimes make the success of a play.

The plays have been arranged according to five age-groups. A descriptive folder may be obtained from the National Health Council, 370 Seventh Avenue, New York.

TITLES OF PLAYS

1. On the Road to Health and Happiness.
2. A Pageant of Average Town.
3. The Jewels of Cornelia.
4. The Brushes' Quarrel.
5. The Magic Basket.
6. The Fantasy of Foods.
7. David and the Good Health Elves.
8. The Quest for the Fountain of Youth.
9. Playing Visit.
10. The Passing of the Littlest Pageant.
11. The Theft of Thistledown.
12. The Adventure of Everychild.
13. The Spirit of the Double-Barred Cross.
14. Pirate Percy and the Slovenly Sloop.
15. The Magic Oat Field.
16. The House the Children Built.
17. Seven Keys.
18. The Mountain Meadow.
19. Princess Rosy Cheeks.
20. The Health Champions.
21. King Good Health Wins.
22. Mother Goose Up-to-Date.
23. Milk Fairies.
24. Nobody's Case.
25. Prince Caloric and Princess Pieta.

SERVE DEMOCRACY'S GREATEST NEED

America's best talent should be dedicated to the training of the youth for citizenship. The National Education Association appreciates the efforts of its members to enlist in the educational army the strongest men and women in every locality. It is recommended to our best young people that they consider the following advantages of the profession of teaching:

1. *Teaching pays.* Besides ever-increasing financial compensation, the teaching profession offers the highest social sanctions and rewards.

2. *Teaching is a growing profession.* The Nation now requires the services of 700,000 teachers. There is a strong demand that teachers be better trained. As training increases, the financial and social rewards likewise increase.

3. *Teaching offers a growing career.* The well-trained teacher need have no fear of unemployment, but may look forward to increasing opportunities commensurate with added training and growth in personal fitness.

4. *Teaching offers mental and moral growth.* The soundest mental and moral processes are involved in the making of good citizens.

5. *Teaching is building.* The teacher shapes the unfolding life of childhood and radiates ideals and purposes that in the citizenship of tomorrow will become the fabric of an improved social structure.

6. *Teaching inspires high ideals.* There is nothing nobler or more practical than to shape and to guide the ideals and practices of the young citizens who are soon to be the Nation's responsible leaders.

7. *Teaching is service.* Those who enter this high calling enjoy the spiritual development and true happiness that come from rendering real service to the Republic.

8. *Teaching insures big opportunities.* With growth and inspiration come multiplied opportunities for self-improvement, for rearing the family in a wholesome atmosphere, and for living and building on life's best side.

9. *Teaching is practical patriotism.* Inspiring young citizens and directing problems of citizenship practice is a ministry essential to a democracy.

10. *Teaching is the profession of professions.* Measured by the standards that make life genuinely rich and happy, teaching offers opportunities beyond those of other professions. Teaching is the clearing-house of the past, the guide of the present, and the prophet of the future. It is therefore necessary that the Nation's finest talents should be consecrated to public education upon which the perpetuity of American ideals and the salvation of the Republic depend.

NATIONAL EDUCATION ASSOCIATION.

EDITORIAL

WITH the new volume, CHILD WELFARE inaugurates a new policy for the school year. We find an increasing number of our subscribers depending upon the magazine for programs—a healthy sign, showing that Parent-Teacher Associations are realizing the value of thinking things out and applying the results to their local conditions, instead of relying from month to month upon some inspirational speaker who comes, perhaps, from afar, touches their lives for a moment and passes on.

Now a program, to be really worthwhile, must leave a Circle or Association on firm ground from which progress can be made, and this cannot be done when there is too great variety of interests. Therefore, this and each succeeding issue will contain several view-points of one central topic, so planned that they may serve as subjects for one meeting or as the basis for a winter's work.

For example, at the opening of the school year it is well to look over your community and see wherein it falls short of your ideal, where lies your responsibility for its improvement. So in this Community Number, the working conditions for teachers and pupils are considered.

WHAT CONDITIONS EXIST IN YOUR SCHOOLS?

The Motion Picture as the recreation that re-creates, is discussed at length.

HAVE YOU GOOD "MOVIES" IN YOUR COMMUNITY?

It depends largely upon us, whether or not the foreigner in our midst remains the "Dago" or the "Wop" or becomes the good American citizen.

ARE YOU HELPING TO AMERICANIZE HIM?

The difficulties between children and "grown-ups" arise chiefly because they are so far apart in their interests, and there is no bond of union like a common enjoyment.

DOES YOUR COMMUNITY PLAY TOGETHER?

A wise woman has said, "Health is an

individual responsibility and a racial obligation."

HAS EVERY CHILD IN YOUR COMMUNITY A CHANCE TO BE HEALTHY?

A wise man has said, "The education of school children in the principles and habits of safety is a national issue of the first rank."

ARE YOU TEACHING YOUR CHILDREN HOW TO KEEP ALIVE AS WELL AS HOW TO LIVE?

PRE-SCHOOL PROBLEMS

In addition to the study of the welfare of the school child, each issue will include the material for a program for Study Circles for mothers of little children. The department, "Educating the Child at Home," will carry help and encouragement into many homes, and it will be supplemented by articles on Occupations, Amusements, Nutrition and by the Question Box, where mothers' questions will be answered by mothers who have learned much by experience.

THE WIDER FIELD

National reports and State News will keep our readers in touch with child welfare activities all over the country, from Maine and Florida to Alaska and far-off Hawaii, while channels of communication have been recently opened which will enable us to give frequent glimpses of the splendid efforts of our co-workers in France and in Switzerland.

With this volume, also, the magazine has again been increased in size, and the illustrations will add greatly to its value, we believe. Various other improvements have been introduced, and we shall be glad to hear if they meet with the approval of our subscribers.

SOME FORWARD STEPS

Attention is called to the changes in the organization of the National Congress of Mothers and Parent-Teacher Associations, designed to concentrate the work and to relate the committees more closely to the administrative department. Conferences of the various groups will be held under the

direction of the five vice-presidents, but the committees will still operate independently as regards their work, and applications for information should be made directly to the committee chairmen, as heretofore. The Committee on Child Hygiene is again operative, a new Committee on Scholarships has been formed, Juvenile Court and Probation

has been broadened into Juvenile Protection, to encourage prevention as well as correction, and the Committee on Ways and Means has become the Committee on Finance. A detailed report of the field covered by each committee will shortly appear in the magazine, and should be kept for reference.

THE QUESTION BOX

Address all communications for this Department to "The Question Box,"
6515 Harvard Avenue, Chicago, Illinois

Question: There is no kindergarten department in our public school. Will you please tell us how to secure it.

Mrs. A. W. M.

Answer: If you will write to Miss Bessie Locke, care of the National Kindergarten Association, 8 West 40th Street, New York City, she will give you careful directions as to methods of procuring kindergartens in public schools.

Question: We hear so much nowadays about young people needing more recreation and I think they have too much recreation instead of too little. What do you think about it?

B. W. R.

Answer: Unquestionably, young people of the present day have too much commercialized amusement such as movies, dance halls, etc. Also, unquestionably, they have not enough of the right kind of amusement in which they take an active, healthy part. If homes would return to the old-fashioned habit of informal parties, picnics, and other gatherings, there would be an improvement in the general tone of recreation throughout the country.

Question: Our Parent-Teacher constitution makes no provision for an annual election and recently we have had an uncomfortable situation in our Association because some of our officers refused to have an election. Do most Constitutions and By-laws have such a provision?

M. E.

Answer: In local Associations, annual

elections seem necessary and far better for the Association than one held every two or three years. If we accept this proposition, then we should put it into the Constitution and By-laws as a safeguard against any situation which might arise on account of personal animosities or ambitions. There has been recently appointed a committee to assist local associations in standardizing their By-laws. Information with regard to this may be procured from our National President.

Question: We have a League of Parent-Teacher Associations in our city and we cannot see why our state congress will not let us join it as a League instead of making us take out separate memberships for each Association. Is this so in every State?

T. S. A.

Answer: Yes, there is a national ruling that each Association must join the State and National congress as a separate unit, and for two very good reasons: first, if an Association has no connection with the State organization except through a central League, it is impossible for the State to reach it closely with literature, announcements, etc.; second, the work of the National Congress is very heavy and greatly in need of financial support. If Associations join only through Leagues, they are not paying their honest share of the burden. In addition to these is the fact that in the old days when Associations were accepted in membership through Leagues, they hardly knew that the National organization existed, there was so little connection between them.

A NATIONAL CONGRESS

OCTOBER 9-12 there will be held in Atlantic City a Recreation Congress. The purpose of this Congress, called by the Playground and Recreation Association of America and Community Service (Incorporated), is to provide an opportunity for the men and women who are interested in increasing the sum total of recreational opportunities in their towns and cities to get together to share experiences and information.

City superintendents of parks and recreation, directors of community centers and settlements, church workers, directors of boys' and girls' clubs, teachers of physical education and child welfare experts are

among those who will be present.

They will discuss recreation for big cities, for small towns and for rural districts. They will exchange opinions on such varied subjects as community drama, community music, neighborhood organization, home play, recreation in industries, recreation in connection with churches, compulsory physical education, the administration of municipal recreation camps, swimming pools and activities of all kinds for boys, girls and adults.

In addition to the general meetings, special section meetings will be arranged for those who want intensive discussion of certain subjects.

STATE NEWS

ALABAMA

The spirit of the Mothers' Circles and Parent-Teacher Associations in Alabama is unselfish service. Alabama is hoping to see a Parent-Teacher Association in every city and country school, and is working with this aim in view. We are also encouraging Mothers' Circles (Pre-School Age) in all communities, realizing that study of child nurture makes better mothers and fathers.

The importance and the greatness of this work is often stressed, and discussed.

The Alabama Branch has about 100 affiliated associations which paid dues between April, 1921, and April, 1922. Dues have been paid to the National for 3675 members.

Jefferson County, Montgomery County and Tuscaloosa County are the only counties which so far have city and county councils.

Alabama is insisting that her members of associations and circles read the Child-Welfare Magazine and the Alabama Educational Journal. The desire is to learn of the real work the National is doing, so as to keep local presidents informed. There have been two meetings of the official board, one in December, 1921, for the purpose of electing chairmen of state departments and attending to such other business as deemed essential for the welfare of the associations. The second meeting on April

13th, was for the purpose of filling some vacancies and appointing delegates to the National Convention. This meeting was held after Governor Thom. E. Kilby's Citizens' Conference on Education. At this conference the program was prepared by Dr. P. P. Claxton, provost of the University of Alabama. Among the interesting subjects discussed were the following:

1—Education, the business of all the people; 2—Special meaning of education for Alabama; 3—Alabama's ideal: Shall our schools be as good as the best, or shall we be satisfied with less; 4—Our elementary schools: What we have, what we should have, what is practicable in the next five years; 5—Our high schools: What we have, what we should have, what is practicable in the next five years; 6—The agricultural schools: their function and support; 7—Higher education; 8—Public libraries; 9—Sources of Income; 10—Provisions for carrying on the work of this Congress.

ARIZONA

THE HOME; ITS MEANING

The Bulletin is printing a part of a very interesting address given by Mrs. Milton P. Higgins, National President Congress of Mothers and P.-T. A., before the Jerome Study Club on the occasion of her recent visit to Arizona for the annual conference:

"The home is first of all a place for

developing health; next a place of refuge and protection—a haven; next a place for the encouragement of hope; then a place for the enjoyment of true happiness; and finally a place of joy, a heaven, as is said in the Scriptures: 'The kingdom of heaven is within us.'

"The second letter, 'o' stands, first for obedience. 'Obedience to the law is liberty.' The first thing that the child must be taught is obedience to its parents. Next the letter stands for opportunity. In this direction, we often fail to give the child the opportunity to be of service early enough. We must seize these opportunities as they arise, or they are lost and the child suffers. The third thing for which the letter stands is ownership. 'Who owns the home?' You say 'Father and Mother' but this is wrong. The home is a stock company and each member is individually responsible for its happiness, success and prosperity. Let each child know and feel that he is a part owner. Let him have an interest in some particular thing, a dog, a cat, a bird, a pig, chickens or something of the sort. Let him have complete responsibility. If he sells eggs, let him have the joy of deciding about the way the money is to be spent; teach him the meaning of ownership.

"The letter 'm' stands first for morals and second for manners. If the child is ever going to learn morals, they must be taught at home. 'Teach the child to be brave, true loyal and courageous.'

"Manners are the expression of good morals.' The child should be taught reverence in church and reverence for older people. 'It is a good plan even to carry this to the extreme; let the child understand that he is to revere and honor his parents; let him rise when mother enters the room.'

"The final letter 'e' stands first for energy. This is the one thing that is going to carry us through life. If the child is healthy he will be energetic. It was the energy of our American boys that enabled them to save the day for France. 'E' stands for executive ability. To this end she said the child should be taught initiative and encouraged to do things in the home. Let the girls learn to cook and bake and the boys to do the household chores. Teach the children to use their brains on something of practical worth.

"Finally, and not least important, 'e' stands for enthusiasm. Let the natural enthusiasm of the children have complete expression in games and other rational amusements."

John D. Loper, Supt. City Schools, says of suggested activities for Phoenix Parent-Teacher Associations: "The two institutions in this county that have most to do with the growth, development and education of the child, are the home and school. In order that the school may perform its task most efficiently, it needs and must have the closest co-operation of the home. The child is in the school about six hours out of the twenty-four for a period of nine months. He sleeps eight or nine hours of the remaining eighteen hours, so that there yet remains a considerable period of his time for work or recreation, and it is during this time of work or recreation that children are very frequently without care or direction.

"The home that is as it should be is, in a large measure, caring for the children during this leisure time; but there are a great number of children in the homes which for various reasons, are unable or unwilling to look after the children. It seems to me that the greatest work that the Parent-Teacher Associations and kindred societies can engage in, would be to devote their time, energy and influence to bringing about a better social condition for the children outside of school hours and during vacation. Better playgrounds and parks for the children of Phoenix during the summer months, better motion pictures, a solution of the dance hall, a solution of the cigarette problem and enforcement of the laws and safe-guarding the morals of the young, are some of the problems that need the serious attention of the good people of Phoenix.

"I can conceive of no people that are more interested in this phase of the civic life of our city than the good women that make up our Parent-Teacher Associations, and when these problems have been solved, our public schools will increase wonderfully in efficiency, and Phoenix will be a better city in which to raise children."

GEORGIA

The new president of the Georgia Branch of the N. C. M. and P.-T. A. is Mrs. Bruce Carr Jones, of Macon. In ap-

preciation of the services of the retiring president, Mrs. Charles Hilbun, it was decided to call the endowment fund for extension purposes "The Alice Hilbun Endowment Fund." Each local is asked to give "one big entertainment each year, one-half of the proceeds to go towards this fund."

The Pinehurst P.-T. A. observed "Made in Georgia Week," and celebrated its close with a big rally and a Georgia products dinner, at which Mrs. Bruce Carr Jones was the principal speaker.

The Fourth District, which is the Columbus district, had the unique honor of winning the Hilbun banner for having organized the greatest number of Parent-Teacher Associations in the state. Last year there were four in this district, and now there are twenty-four associations.

A membership contest was held late in the year, the state branch offering \$5.00 to all 100 per cent associations—that is, where every father, mother and teacher is a paid-up member. Only two associations in the state qualified. The first was in the sixth district, the Liberty School, Monticello, Mrs. J. B. Ellis, president. The second was in the fourth district, the Meriwether High, at Woodbury, Mrs. Charles S. Reid, president. This association is the largest in the state with a membership of 257 paid-up members.

ILLINOIS

A P.-T. A. COMMUNITY OCCASION

Aurora, Illinois, a city of 35,000, forty miles west of Chicago, is preserving a spirit of solidarity in its P.-T. A. work and its schools by an annual "get together" occasion for them all. This year's was the third and they call it a "stunt night," though the program has real value in more than one way. The local Council of P.-T. A. plans the event. The president of the Council acts as chairman of the program, and is assisted by the presidents of all the P.-T. A.'s who co-operate in every way.

Ordinarily the proud parent goes to see his offspring perform on the school stage but on stunt night the children go to see the mothers and fathers give the entertainment. This year the history of the United States was given in tableau and story. The largest school auditorium was used for the event and an expectant audience filled it

to the last inch of space. The orchestra of one high school played and the Boys' Glee Club of the other sang before the real attraction of the evening was staged.

The historical dates had been chosen by two teachers several weeks before and the sketches had been assigned to the various Parent-Teacher Associations by means of a blind drawing. While some scenes naturally lent themselves to a more beautiful setting than others, results showed that work and thought had been lavished on all of them. The costumes were faithful in every detail and meant that there had been hours of research and poring over books and pictures before the presentation.

Each act was announced by the Mayor, who acted as master of ceremonies, giving a short sketch of the period to be portrayed and name of the school presenting it. The following scenes were depicted: "The Landing of Columbus"—1492; "Thanksgiving Day"—1621; "Signing of the Declaration of Independence"—1776; "Reception of La Fayette at Kaskaskia, Illinois"—1825; "Gold Mining Camp"—1849; "Webster-Calhoun Debate"—1850; "Southern Plantation Scene"—1860; "Signing the Emancipation Proclamation"—1863; "Scene at Ellis Island"—present time; "United States in the Great War"—1917; "Disarmament Conference"—1921; "A Modern School, the Fifth Grade"—present time. Next year the Council plans to present historical scenes of Illinois.

This is the type of community event that can be carried out in any town having several school districts. It can include even the non-English speaking parent in the lists of performers. It can be made a tremendous power for cementing the various "sides" of a town that are made by rivers or railroads or industries; it can be an unforced means of Americanization for the native-born and the foreign-born; it can be a more powerful and beautiful way of visualizing history for children than the best motion picture, and a natural way of developing loyalty to our public schools.

The College of Education of the University of Illinois is taking cognizance of the P.-T. A. in the High School in the educational survey of the state now being made.

As P.-T. A. organization extends in our state, Illinois is bound to rise in educational rank. A vital part of our work is

the deepening of our individual sense of responsibility toward our public schools. The Public School is the strategic point in our community life and we must be the leaders in maintaining it at its greatest effectiveness and in protecting it.

"What will not woman, gentle woman dare,
When strong affection stirs her spirit up?"

There are probably few instances of a more ingenious use of advertising than that of the Dewey School Mothers' Club, which raised seventy-five dollars for the purpose of advertising how poor and inadequate their school building was. In addition to the judicious expenditure of this sum, a telephone campaign of information was carried on. Every time it rained, the local papers were notified that the roof of the school was leaking badly; when a wind storm bore down, the telephone transmitted an item of local interest to the effect that the children had been sent home for fear the chimneys would blow down on them; in case of prolonged rain, that the basement was flooded and that much sickness among children in the school might reasonably be anticipated.

Public sentiment crystalized and the school board was galvanized into activity in behalf of an apparently underprivileged district. That the fine, modern, attractive, new building is appreciated is attested by the activities carried on there by the Club for the teachers, the children and the community. It does pay to advertise!

MASSACHUSETTS

Our district conferences were a help in clarifying purposes, and in stimulating members to a finer service in behalf of the children of the state.

At the Winchester conference ten towns and cities were represented. Mrs. E. W. Smith planned a unique feature for the evening session whereby a large number of people in the audience were called upon to answer questions passed to them before the meeting. They all related to the ideal Parent-Teacher Association. The summing up by four leaders brought out a consensus of opinion that the Parent-Teacher Association is essentially educational by being constructive and preventive; that there are many practical ways of increasing membership; that the raising of money may be made of educational value, and that the

spending of money should be chiefly for the benefit of all the children of the school, along lines where help cannot be expected from the taxpayers; that the attitude of the Parent-Teacher Association should be progressive towards education. The conference adopted the following resolution:

"Whereas, We, parents and teachers of District 17 of the Massachusetts Parent-Teacher Association in conference assembled, realize the importance of clean literature in the home; be it

"Resolved, That we protest against the trend of modern fiction as published in our magazines, and that we will use our influence to discourage the purchase and reading of such magazines in our homes."

A MEETING AT SWAMPSCOTT

The Executive Committee of the local Parent-Teacher Association at Swampscott has been experimenting a bit this spring to ascertain what type of meeting best fills the need of that community. There are over three hundred members, and it was early noticed that they liked an opportunity to discuss the questions at issue from the floor. This characteristic was availed of in arranging a meeting which not only proved very interesting, but also brought out the needs of the local schools in an effective way. The plan may possibly be of interest to other local associations.

There are in the town five school buildings. It was obvious that for the development of an intelligent plan of action it was necessary first, to know all the needs of the various schools, and then with this knowledge those matters could be selected which seemed most urgently to require the work of the Parent-Teacher Association.

With this in mind a meeting was arranged at which the needs of all the five schools should be presented. Approximately a month before the meeting a committee of five members was appointed for each of the schools. These five committees visited the respective schools, both while the school was in session and at other times, and by conference with the principal and teachers familiarized themselves with the situation in each particular building. In addition to this a parent and a teacher were asked to consider the schools of the town as a whole. One parent and one teacher considered the grades up to the Junior High School, a similar pair took up the Junior

High School, and a third pair the Senior High School. In this way thirty-one people gave considerable time during the course of a month to a consideration of the needs of the whole school system.

The meeting at which the reports were received was generally regarded as one of the most successful that the local association has held. The chairmen of the five committees reported for their respective schools and made many worth-while suggestions. In addition to this the parents and teachers who had considered the schools respectively from the standpoint of the grades, the Junior High School and the Senior High School also made their reports. Inasmuch as there were eleven reports, each one was limited to five minutes, and following each group of reports there was an opportunity for discussion from the floor which was very freely used.

Wherever the members of a local association are eager to discuss school questions from the floor a meeting such as this would probably be well received. Its success will be dependent primarily upon two details, first, the proper organization of the committees in sufficient time before the meeting to permit them to make an adequate study of the situation; and second, the strict limitation of the time of the reports to not over five minutes. This type of meeting can be recommended, since it will bring before the members of the Association a great number of worthy goals to be attained.

MISSOURI

The eighth convention of the Missouri Branch of the N. C. M. and P.-T. A. was an inspiration to every one. The spirit of friendship, the unity of purpose, the co-operation, the interest of the fathers, several of whom attended every session, the backing of the teachers, the feeling of complete understanding, made our meeting no less inspiring to all the leaders than to all the members—and every one came away with a renewed vision and desire to carry on.

It was a matter of grave concern when at the last moment of the day we were to start for Cape Girardeau, notice was received that the Mississippi had misbehaved and railway service was discontinued. Every effort was made to communicate with all points in Missouri, and the confusion and disappointment to all delegates with

bags packed and arrangements made would be hard to describe. But even our keenest disappointment could not equal that of the hostesses in Cape Girardeau who had labored so untiringly to make the convention a success. We were in distress and undecided as to what steps to take (it seemed necessary to go on with our plans in view of the imminence of the National Convention at Tacoma, Washington). Springfield immediately said, "Let us have the convention." Then came a message from Webster Groves to bring the convention there immediately. Sedalia followed with a similar invitation. Nothing could better evince the wonderful organization and fine spirit than a desire to entertain a State Convention and make all preparations in *three days' time!* And nothing was lacking in the entertainment—lunches, dinners, decorations, automobile drive, a beautiful banquet, the most charming hospitality everywhere—months of preparation could not have improved the quality of the Webster Groves hospitality.

The watchwords of the convention were Service—Co-operation—equal educational advantages for every school child. No longer do the superintendent and principal wonder, "Shall we have a Parent-Teacher Association in our school?" The question now is, "Can we afford to do without a Parent-Teacher Association in our community?"

What a system of local leadership in sewing and making clothes accomplished is shown by reports from Jackson County, Missouri. Four committees in this county selected clothing as a home demonstration project, and each sent two women to attend a four-day training school held by a clothing specialist for the extension service of the State Agricultural College.

These eight women were taught how to make a foundation pattern, first of paper and then of cloth, and how to cut from this a combination undergarment, a petticoat, and a house dress. Each woman made all these garments during the four days. They were also taught how to cut out collars, take certain short cuts in sewing, some simple principles of design, and on the last day to make a paper dress form.

Before registering, each woman promised the county home demonstration agent she would return to her community as a local leader and teach eight other women the

things she had learned at the school. This they did, and some of the women whom they instructed taught groups of their friends, so that an endless chain was formed in passing on the instruction.

Each month the specialist who conducted the teacher-training group sent some new idea in sewing to each of her pupils. Each local leader sent the names of all women instructed by her or those she had trained to the home demonstration agent's office, together with the number of patterns, garments and dress forms made.

PENNSYLVANIA

PARENT-TEACHERS HELP IN ERIE COUNTY WORK

Fine progress is shown in the work being done by the Erie County Anti-Tuberculosis Society, according to the annual report made by Adriel W. Ely, executive secretary. The work is being extended this year to the parochial schools. In four months the society distributed 97,000 pieces of literature to schools and shops, and 130 visits were made to rural schools. The report says further:

"The society counts greatly on the help of the Parent-Teachers' Associations, which in both the city and county have been giving the best of co-operation. The society assisted in the organization of four new Parent-Teachers' Associations and fourteen nutrition talks were given. The work is being carried directly to the farmers and grangers, and talks and poster exhibits were given at nine grange meetings. Children were weighed and measured in nineteen country schools and 150 rural schools were supplied with Modern Health Crusade material and other literature, as well as thirty-three schools in the city."

Miss Elizabeth Meek had an unusual experience recently while giving a health talk in a school building at Howard, Centre County. She was in the midst of her talk in the primary room and had asked the pupils to stand up while she illustrated the proper way to breathe when the teacher in a calm voice said, "Attention." Without delay or confusion the pupils marched out. When the last pupil had passed out the teacher informed Miss Meek that the school house was on fire. The pupils had passed out so quickly and orderly as a result of the fire drill.

TEXAS

SAN ANTONIO INDUSTRIAL-HOME-PROJECT TRAINING

The San Antonio Council of Mothers and L. E. Wolfe, former superintendent of San Antonio schools, with the hearty endorsement and co-operation of Jeremiah Rhodes, the present superintendent and his corps of teachers, are promoting what is known as the industrial-home-project training. The idea is to interest all parents and to make it easier for them to train their children in the independent and habitual performance of such duties as will develop the children into men and women who are capable of taking charge of their own homes and of fighting successfully the battle for an honest living.

The parents are to help each other, one parent teaching other children with his own, the project with which he is familiar. Meetings will be held every six or eight weeks when reports on progress in teaching will be given, and at certain times exhibitions of pupils' industrial-home work will be made.

Mr. Wolfe says, "Probably few of the more than 25,000 San Antonio parents and adults realize that they can give a practical education quite as valuable as the 700 school teachers are giving in books, and that such practical education is a powerful agent in preventing crime, divorces, need for charity, and the social evil. Besides, the industrial plant in the homes—in cooking, sewing, care of rooms, gardening, chicken raising, repairs, etc.—is probably more than a hundred times as valuable as all the industrial plants in the San Antonio schools. . . . It will be observed that this is a campaign, not only of thrift and practical education, but of practical religion—of Christian service; a campaign that does not weaken either youth or adults through unnecessary gifts, but trains them to help themselves."

ART EXHIBIT

The Parent-Teacher Association of El Campo, Texas, recently sponsored the Elson Art Exhibit. It was a great success in every way, the receipts being \$150.00. This all has to be used to buy pictures for the schools. The company donated two beautiful photogravures to the rooms taking in the most money. This exhibit consists of 200 large reproductions of the world's masterpieces.